

## MATHEWS ELEMENTARY

615 Chace Avenue  
Greenwood, South Carolina 29646

**GRADES** PK-5 Elementary School

**ENROLLMENT** 433 Students

**PRINCIPAL** Dottie M. Kinlaw 864-941-5680

**SUPERINTENDENT** William P. Steed, Ed.D. 864-941-5400

**BOARD CHAIR** Ms. Dru James 864-223-1878

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	39	55	6	0

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Below Average	N/A
<b>2002</b>	Average	Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Below Average	Yes

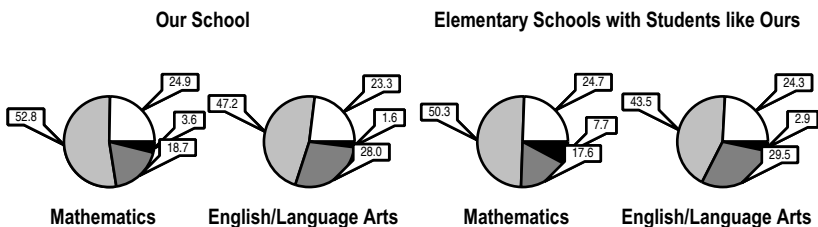
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

68.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	218	100.0	23.3	47.2	28.0	1.6	42.5	Yes	Yes
<b>Gender</b>									
Male	122	100.0	30.6	48.1	20.4	0.9	34.3		
Female	96	100.0	14.1	45.9	37.6	2.4	52.9		
<b>Racial/Ethnic Group</b>									
White	108	100.0	14.9	40.6	41.6	3.0	56.4	Yes	Yes
African-American	99	100.0	30.2	57.0	12.8	0.0	27.9	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	100.0	66.7	16.7	16.7	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	168	100.0	17.0	45.6	35.4	2.0	51.0		
Disabled	50	100.0	43.5	52.2	4.3	0.0	15.2	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	218	100.0	23.3	47.2	28.0	1.6	42.5		
<b>English Proficiency</b>									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	209	100.0	22.2	47.6	28.6	1.6	43.4		
<b>Socio-Economic Status</b>									
Subsidized meals	156	100.0	27.2	46.3	25.0	1.5	36.8	Yes	Yes
Full-pay meals	62	100.0	14.0	49.1	35.1	1.8	56.1		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	218	100.0	24.9	52.8	18.7	3.6	36.3	Yes	Yes
<b>Gender</b>									
Male	122	100.0	29.6	50.0	16.7	3.7	31.5		
Female	96	100.0	18.8	56.5	21.2	3.5	42.4		
<b>Racial/Ethnic Group</b>									
White	108	100.0	16.8	49.5	26.7	6.9	50.5	Yes	Yes
African-American	99	100.0	32.6	58.1	9.3	0.0	20.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	100.0	50.0	33.3	16.7	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	168	100.0	21.1	50.3	23.8	4.8	43.5		
Disabled	50	100.0	37.0	60.9	2.2	0.0	13.0	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	218	100.0	24.9	52.8	18.7	3.6	36.3		
<b>English Proficiency</b>									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	209	100.0	24.3	52.9	19.0	3.7	37.0		
<b>Socio-Economic Status</b>									
Subsidized meals	156	100.0	29.4	52.9	14.7	2.9	29.4	Yes	Yes
Full-pay meals	62	100.0	14.0	52.6	28.1	5.3	52.6		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	63	100.0	23.3	50.0	25.0	1.7	26.7
	<b>Grade 4</b>	66	100.0	39.1	37.5	20.3	3.1	23.4
	<b>Grade 5</b>	63	100.0	50.0	43.3	6.7	N/A	6.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	67	100.0	19.7	41.0	36.1	3.3	39.3
	<b>Grade 4</b>	81	100.0	22.1	54.5	22.1	1.3	23.4
	<b>Grade 5</b>	71	100.0	28.1	48.4	23.4	N/A	23.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	63	100.0	16.7	63.3	16.7	3.3	20.0
	<b>Grade 4</b>	66	100.0	31.3	42.2	21.9	4.7	26.6
	<b>Grade 5</b>	63	100.0	35.0	50.0	15.0	N/A	15.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	67	100.0	16.4	65.6	16.4	1.6	18.0
	<b>Grade 4</b>	81	100.0	27.3	54.5	14.3	3.9	18.2
	<b>Grade 5</b>	71	100.0	29.7	42.2	23.4	4.7	28.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 433)				
First graders who attended full-day kindergarten	95.2%	N/C	100.0%	100.0%
Retention rate	2.6%	Down from 4.8%	3.3%	2.7%
Attendance rate	96.9%	No change	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.0%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.1%		3.6%	3.5%
Eligible for gifted and talented	9.7%	Up from 9.1%	10.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.5%	Up from 10.6%	8.9%	8.2%
Older than usual for grade	1.8%	Up from 1.6%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	48.4%	Up from 42.4%	46.8%	51.4%
Continuing contract teachers	96.8%	Up from 87.9%	87.8%	87.5%
Highly qualified teachers**	96.7%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	91.9%	Up from 89.4%	86.4%	86.7%
Teacher attendance rate	95.2%	Up from 93.8%	94.6%	94.9%
Average teacher salary	\$39,805	No change	\$39,921	\$40,760
Prof. development days/teacher	9.3 days	Down from 9.9 days	13.2 days	12.4 days

School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.8 to 1	18.6 to 1	18.9 to 1
Prime instructional time	91.0%	Up from 90.2%	89.5%	90.0%
Dollars spent per pupil*	\$6,348	Up 1.8%	\$6,079	\$6,044
Percent of expenditures for teacher salaries*	64.1%	Down from 65.6%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Mathews Elementary School continues a proud tradition of educational excellence by celebrating thirty years of accreditation through the Southern Association of Colleges and Schools. Teachers and staff work together with parents to provide a comprehensive educational program for all students to be able to reach their potential.

Due to district rezoning, over half of our student population was new to Mathews this year. We welcomed our new students, helped them to adjust and be able to call Mathews "home." Families are an integral part of Mathews and they participated in events such as Grandparents' Day, Veterans Day, the Fall Carnival, All-Stars Drop-In, and Family Math/Science/Writing Nights.

Our professional staff participated in staff development initiatives to develop a Balanced Literacy Program and utilize Ruby Payne's Framework of Poverty to more effectively teach children from disadvantaged homes. Numerous books and materials were purchased for the Media Center and classroom use. We participated in a Curriculum Calibration project to examine how our instruction aligns with the South Carolina academic standards.

We completed the third year of our Tutorial Assistance Subgrant from the SC READS Initiative. After-school assistance was provided for students needing additional academic help in grades K-5.

Mathews was recognized again with the "Clean Campus" award. Many flower gardens surround the buildings and beautify our campus. In addition, sidewalks and pathways were resurfaced, additional visitor parking was paved, and the Kindergarten playground was improved. Extensive renovations to the interior of the building are scheduled during the summer.

Our PTO continues to support different school programs by funding teacher grants and reading awards for the Accelerated Reader program. New basketball goals were purchased and installed for use by physical education classes.

Mathews Elementary School  
Where students think, dream, believe and achieve!

Annie Woolridge, School Improvement Council Chairperson  
Dottie Kinlaw, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	29	54	35
Percent satisfied with learning environment	93.1%	81.5%	90.9%
Percent satisfied with social and physical environment	81.5%	74.1%	85.7%
Percent satisfied with home-school relations	82.1%	88.9%	84.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.